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The only awarding body run *by* counsellors *for* counsellors

Guide to CPCAB's External Verification Visits 2024 – 2025

This guidance document is designed to support centres in preparing for External Verification visits.

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1. CPCAB External Verification Requirements

As an Awarding Organisation (AO) our regulators require us to have a Centre Assessment Standards Scrutiny Strategy in place (CASS) which focuses on how we scrutinise and monitor assessment decisions made by centres on our behalf. External Verification is one of our main quality assurance activities and this means we must evidence to regulators the processes and checks we have in place. The majority of CPCAB qualifications on the regulated qualifications framework are required to have External Verification. Our team of External Verifiers (EVs) are committed to upholding the required standards of delivery and internal assessment.

All our External Verifiers (EVs) are experienced counsellors and tutors appointed by us who are familiar with CPCAB qualifications and quality assurance processes. Our EVs are there to offer guidance and support and work collaboratively with you, acting as a link with CPCAB. They are a crucial part in ensuring assessment standards and public confidence in our qualifications are upheld.

What this means for centres.

Your allocated External Verifier for the academic year will contact you once you have registered your first groups to arrange their first visit. This visit will either be in person or online depending on the method of delivery at your centre. Your EV will liaise with you and discuss the best option. There may be times that your EV will request an online visit even if you are delivering in person. This could be for a number of reasons which could include the time it would take them to travel to your centre. We always endeavour to allocate you an EV within your region, but this isn't always possible. We are committed to working relationally with you and your EV will support you through the process.

There are usually two visits per year:

- Autumn term: This is consultative and designed to support centres to meet all requirements. Any shortfalls are recorded in an action plan which the centre must act upon before the next visit.
- Summer term: This is evaluative and focuses more on assessment and associated IQA processes.

There are no additional fees to centres for these visits and they are included within the candidate registration fee. However, a minimum sanctions fee will be issued if your centre registers fewer than the minimum numbers for candidate registrations per academic year. This is to cover the administrative and quality assurance costs of awarding a qualification.

During each visit (in person or online) your EV assesses the centre's systems of internal assessment and moderation as a whole; this is outlined in more detail in the section below. Additional CPCAB quality assurance visits may occur if a centre requires an additional External Verification or support visit by your EV or a member of head office staff.

Please see Fees Document for further information.

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2. Requirements for External Verification Visits and Samples of Candidate's Work Per Qualification

Qualification	Visit Requirements	Sample requirements per qualification
USM-L2 **ELSK-L2**	No External Verification visits take place for these qualifications as candidate work goes through Independent Verification by CPCAB.	N/A
ICSK-L2	Any centres delivering ICSK-L2 ONLY are required to have one mandatory annual External Verification Visit at some point in the academic year.	**Candidate portfolios** Your EV will select the names of the candidates work they wish to review. *If your EV has randomly requested samples of candidate work of the same ability (e.g. 4 very strong portfolios) then please liaise with your EV to ensure the sample reflects all abilities.* **Please note:** If there are any areas of concern your EV can request further candidate work to review in addition to the samples provided, so please ensure these can be made readily available to your EV.
CSK-L2 **CST-L3** **CAST-L3** **LCS-L3** **TC-L4** **LC-L4** **CYP-L5** **PC-L5** **CBT-L5** **TCSU-L6**	Any centres delivering these qualifications are required to have **two** mandatory annual External Verification visits. The first visit is usually early in the academic year (between October and December) and the second later in the academic year (March-July) depending on when your groups have been registered and the start date of the course.	**Candidate portfolios.** Your EV will select the names of candidates whose portfolios they wish to review from each registered group. *If your EV has randomly requested samples of candidate work of the same ability (e.g. 4 very strong portfolios) then please liaise with your EV to ensure the sample reflects all abilities.* **Please note:** If there are any areas of concern your EV can request further candidate work to review in addition to the samples provided, so please ensure these can be made readily available to your EV.
If you have received online delivery approval from us and your visit is online, you will be expected to be able to provide access to candidate portfolios.		

3. External Verification Visit Guidance

Visit requirements - prior arrangements and sampling

You must ensure details and documentary evidence for all registered candidates, qualifications and groups are available at request. Therefore, you may wish to collate portfolios of work and evidence of learning in good time before the visit.

Your EV will communicate with you how they wish the sampling to work and what they specifically will want to see. They will also discuss with you who they would like to meet with at their visit, this is normally all tutors teaching CPCAB qualifications, centre management, a candidate group and Internal Quality Assurance staff.

This will be outlined when your EV contacts you with your visit date.

They will want to see evidence of teaching, learning, assessment and feedback. The EV visit is designed to gain a holistic overview of the delivery and assessment standards operating within the centre. These are the key components of evidence we request:

- A sample of evidence that captures **each qualification** delivered within the centre AND
- A sample of evidence that captures **each registered tutor assessing** within the centre AND
- A sample of evidence that shows a **diverse range of candidate ability**

The minimum requirements to capture all these factors, and to ensure your EV sees enough, we request "one set of **4 samples** of candidate work from each registered tutor, for each qualification" as a minimum.

- **Selection**: Your EV will select the names of the candidates they wish to review and will ask you to arrange for these samples to be made available for them. The sample should contain evidence that reflects the assessment decisions of each tutor delivering on each registered qualification. This should include constructive, specific and developmental feedback to the candidate.
- **Multiple Groups**: If the same tutor teaches multiple groups at the same level (e.g., 3 groups of CSK-L2), your EV will wish to see the assessed work of 4 candidates from this tutor across the qualification level. Please note: Your EV may wish to review additional samples, so please ensure these can be made readily available for your EV.
- **Multiple Levels**: If the same tutor teaches at different levels, your EV will need samples from 4 candidates at each level.
- **Large Groups:** Your EV might ask for more than 4 samples for large groups. They may wish to select some additional portfolios or pieces of evidence and go beyond the minimum requirements of 4 samples. If this is requested your EV will liaise with you.
- **Cross-Section of Ability:** Your EV will prefer to see a mix of abilities (weak, strong, borderline) for each qualification. If the selected candidates don't meet this, discuss this with your EV. Flexibility in sampling is allowed due to the diversity of centres.
- **Online Visits**: If the visit is online, please provide the samples at least 2 weeks before the visit.

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Please note: If there are any areas of concern, particularly where assessment decisions do not meet the required standard or there are inconsistencies across provision, your EV may wish to widen the sample to gain a more robust picture of assessment, and can request further candidate work to review in addition to the 4 samples provided for each tutor and qualification. It is therefore important to ensure that these can be made readily available to your EV.

They will also request to see evidence of:

- **Internal Moderation (IM)** for each tutor delivering a qualification - IM is where an appropriately qualified person at the centre reviews the tutor assessment decisions to ensure they are reliable, consistent, fair and to a national benchmark. It is also to check that the qualification requirements have been understood and that the candidate has been given accurate and appropriate feedback. Please refer to our [guidance document](#) for further information including frequency requirements for moderation per qualification.
- **Internal Verification (IV)** which has taken place for each qualification – This takes place within the centre at least annually for each qualification and checks that standards are upheld across the design, delivery and assessment of the qualification. Please refer to our [guidance document](#) for further information.
- The centre's processes for recognition of prior learning (RPL), and provision of any reasonable adjustments arranged for internal assessment. Please ensure this evidence is provided for them.
- The EV may request to see copies of schemes of work, CPD records and any centre policies, particularly if these have been updated recently.
- Delivery and assessment of the qualification. Please refer to our [guidance document](#) for further information.

During the visit your EV will:

- request (if the visit is in person) a suitable room to provide enough working space for them to speak with staff and look at candidate evidence comfortably. If the visit is online, access to candidate portfolios **must** be provided prior to the visit.
- wish to speak to centre management staff, centre coordinators, any staff involved in the internal quality procedures within the centre, tutors, assessors and candidates, therefore please make sure they are notified of the visit, its purpose and ensure their availability on the day as necessary whether in person or online.
- for remote visits – **request candidate samples are provided to them 2 weeks before the online visit**. Once the EV has verified the candidate work, they will arrange either a phone call or video chat with the counselling lead/team.
- review minimum standards of delivery and internal assessment to maintain the ongoing integrity and verification of CPCAB's regulated qualifications.
- check for any actions from the previous visit and review if these have been addressed.
- where necessary, draft an action plan, in consultation with you, designed to address any identified concerns.
- review candidate registrations, RPL and procedures for reasonable adjustments for Internal Assessments
- confirm that you are fully aware of any External Assessment (EA) arrangements (first attempts or resits) for any candidates registered before September 1st 2024. This does not apply to any new registrations made on or after 1st September 2024
- review your training programme.
- ensure internal assessment is appropriate, consistent, safe, ethical and fair and monitored across centres.
- confirm your tutors/assessors are marking to the level and depth required for the qualifications they are teaching

- review a sample of candidate portfolios. Your EV will select candidates' names they wish to review – please see above .
- meet with a registered candidate group. This happens without tutor presence but your EV will feedback to you a review of this meeting. For online visits a video link will be requested. If for any reasons a candidate group is not available for both types of visit, candidate evaluations will need to be completed from the group the EV would have selected to meet. Please see appendix 1 for a blank proforma you may wish to use.
- ensure the internal quality assurance processes (IQA) in place are effective, robust and consistently applied for internal moderation and internal verification.
- ensure you have in place adequate and up-to-date management systems, policies and processes relevant to qualifications.
- provide a robust audit trail of External Verification activities.
- check there are adequate resources and systems of support in place.

External Verifier Observations of candidate portfolios

During the visit your EV will review the selected sample of portfolios which cover a range of competence. The EV will be looking at:

- the tutor's assessment of the evidence produced for this level
- the tutor's feedback to the candidates
- whether or not the portfolio is complete and meets the assessment standards relevant to the qualification

4. Annual Practicing Certificate (APC)

When you gain centre recognition with us you receive initial approval to run for one year. If the EV report at the end of the year is satisfactory and you have declared Annual Centre Declaration of Compliance,[1] on the CPCAB portal you will receive an Annual Practising Certificate (APC) for the following year. However, if the EV report identifies major problems the APC can be withheld until these problems have been rectified. We will offer appropriate support.

5. The External Verification report

After your External Verification visit, your EV will complete an External Verification report which will outline key points identified in the visit, provide feedback on good practice identified, and highlight any actions resulting from the visit. Your EV will also provide comments on any previous action points where applicable.

This report is designed to be a supportive document for centres to give constructive feedback on how any improvements can be made while also acknowledging and celebrating good practice.

The report is split into sections that capture evidence to address all the required standards identified by CPCAB. You will notice that there are some questions in each section of the report that are in **bold**; these questions are important as they provide evidence of compliance with CPCAB's regulators.[2] However, all sections will be reviewed by your EV.

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[1] See Tutor Guides for further information

[2] Please note that all EV reports are reviewed by CPCAB's Qualification Standards team before being sent to your centre. If there are any areas of concern or we feel we can offer additional support we will ask the appropriate team at Head Office to make contact with you or

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Across the following pages is an example of the EV Report with some additional notes that explain what the EV will be looking at. Please read this in detail as it will provide useful guidance in preparing for some of the discussions that will take place between you and your EV.

3.1 Candidate registration	
Notes for centres (guidance only)	
1. **Are all groups registered?**	1. You have 6 weeks to register your group(s), please ensure the portal is regularly updated.
2. **Is/are the tutor(s) registered to the group the one(s) teaching the group?**	2. Please ensure that the tutors named on the portal are the ones actually teaching; update the portal when tutors have changed.
3. **Has the centre informed CPCAB of any tutor changes?**	3. If you need to make any changes please ensure that you contact and update exams@cpcab.co.uk. This is incredibly <u>important</u> to ensure CPCAB holds the correct details for each group. This could be classed as maladministration if the tutors teaching and assessing do not match what has been listed on the CPCAB portal. See above.
4. **What is the primary delivery style of qualifications at the centre (e.g. in-person/online/blended)?**	4. If you are teaching some or all lessons online, you must be approved for this, please complete the application for online delivery here (appendix 2).
5. **Are centre staff implementing the Recognition of Prior Learning (RPL) process and were records available?**	5. Check the CPCAB Recognition of Prior Learning (RPL) document located here for further information.
6. Are there any problems with the registration process?	

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alternatively we will add an additional note to your report if there are any actions that need immediate attention. Your EV will not add anything into the report that they have not verbally spoken to you about during their visit.

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3.2 External Assessment (where applicable – for any candidates/resit candidates registered BEFORE September 1st 2024)	
1. **Are centre staff and candidates aware of External Assessment requirements for each qualification?** 2. **Can centre staff involved in External Assessment confirm that they are fully aware of their role in the facilitation and the authentication process for each qualification?** 3. **Do centre staff understand the procedures for reasonable adjustments and special consideration?** 4. Does the centre require any support with this process? 5. How are candidates prepared for External Assessment? 6. Have there been any problems with External Assessment? 7. Do centres have appropriate arrangements in place to support any resit candidates?	**Notes for centres (guidance only)** 1. It is important that both staff and candidates have been briefed on what will happen with the External Assessment. For example, the EA dates (or 'submission window'), the format (*reflective review paper* or *structured case review)*, and mock external assessments. This is all detailed in the External Assessment Guides which can be found on the CPCAB website. The submission window dates are provided on the CPCAB website here. 2. Staff involved in the EA process need to carefully read the sections entitled *Checking Authenticity* and *Submission Process of External Assessment* in the EA guide for their qualification(s). Please check the CPCAB website under each qualification for the relevant EA guide https://www.cpcab.co.uk/qualifications/ Please ensure that tutors signing the candidate submission can confirm that they know, to the best of their professional knowledge and based on their ongoing assessment of the candidate, it is the candidate's own work. With current developments in artificial intelligence (AI) such as ChatGPT for example, this is becoming more important. 3. Further details can be found in the CPCAB Application of Reasonable Adjustments & Special Consideration Policy, found here. Applications for Reasonable adjustments can be done using form CR3 here and for special consideration via form CR3a here. All applications for Reasonable Adjustments must be made up to 8 weeks prior to the External Assessment and must match the candidate's usual ways of working and reflect any adjustments made to Internal Assessment.

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3.3 Centre training programme(s)	
1. Is there a candidate handbook available for each qualification? **2. Are tutors and candidates aware of all the qualification(s) requirements (e.g. client hours, group training supervision, personal therapy)?** **3. Are teaching hours meeting the required GLH of the qualification(s), whether in-person, blended or online?** **4. Are centre staff and tutors who are working in an online/blended format aware of, and working within, CPCABs Quality Framework for Online Delivery?** 5. Is there an up-to-date scheme of work for each qualification? 6. How is the appropriateness of placements being monitored? • Are tutors and candidates aware of the portfolio and evidence requirements? • What arrangements are in place to support candidates (tutorials, learning support)? • What systems are in place to record and monitor candidate attendance?	**Notes for centres (guidance only)** 1. A candidate handbook for each qualification should include details such as an overview of the qualification, the qualification structure, what coursework will be expected from them and how they will be assessed through Internal processes. Your EV may ask to see a copy during the visit. 2. This would be outlined in the candidate handbook, including Additional Qualification requirements, such as the number of client hours required, counselling clinical supervision, group training supervision, personal therapy etc. 3. Tutors and centre staff should understand the difference between GLH (Guided Learning Hours) and TQT (Total Qualification Time) and what each constitutes. GLH is the actual number of hours where a tutor is present in real time, and this will need to be confirmed with the EV. If there has been a pause in teaching resulting in any shortfall, you will need to provide a rationale to CPCAB for how the GLH will eventually be achieved. 4. If any teaching hours are delivered online (as approved with CPCAB), centre staff will need to be aware of and working according to the *CPCAB's Quality Framework for Online Delivery*. Further details are also available in the application for online delivery located <u>here</u>. 5. As a tutor, your centre should be providing an up-to-date scheme of work, which might include an outline of what will be covered, and in which lessons, together with references to learning outcomes for each lesson and how candidates will be assessed. There might also be a list of resources and activities to be used in the lessons, as well as guidance on the most appropriate teaching methods for covering certain areas. 6. The EV may ask how you monitor student placements and if there are any issues, how these might be resolved between the student, the agency and the centre (for example, the use of a 3 or 4-way agreement is considered best practice).

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3.4 Internal Assessment

1. **Have tutors met CPCAB standardisation requirements?**

2. **Are tutors and candidates aware of and working at the minimum assessment requirements for each qualification?**

3. **Are tutors assessing to the right level for each qualification?**

4. **Do candidate portfolios meet the minimum assessment requirements appropriate for each regulated qualification and level?**

5. **Are assessments:**

   a. **safe** – can the learner's work be confirmed as valid and authentic, free from plagiarism and takes into account confidentiality? Are assessment methods sufficiently robust to make a reliable decision?

   b. **ethical –** are the assessment methods used appropriate for what is being assessed and match the context of assessment without compromise to candidate welfare, health, safety and security? Are assessments accurate, truthful and beneficial to the candidate?

   c. **fair** – are the assessment methods used fit for purpose, appropriate for all candidates, and takes into consideration specific candidate needs?

   d. **consistent –** do all candidates have an equal chance of receiving an accurate assessment and ongoing developmental feedback?

If not, how could they be developed?

6. Does evidence provided for external verification sample *all* registered tutors from the centre and each qualification level sought (Registered tutors only)?

7. Do tutors and candidates understand the process of internal assessment? Are there any concerns?

8. What tools are being used to carry out and record assessments (e.g. CAS sheets, peer/tutor feedback sheets, self-review) and how effective are these?

Please note observations of:

   a. organisation/presentation of portfolios;

   b. quality and range of candidate evidence;

   c. quality of tutor assessment and feedback;

   d. particular courses or groups.

   e. evidence of lesson planning that aligns to the current scheme of work

9. Are Candidate Learning Records (CLRs) complete, and where necessary, completion statements signed?

10. Where potential contraindications, or tutor concerns regarding candidate competence, have been identified in internal assessment, is there a clear action plan to help candidates with these?

Comments including strengths:

1. Standardisation of tutors is mandatory and forms part of your centre application and annual declaration of compliance. Please see our terms and conditions for centres and tutors. For those tutors who are not required to attend in a particular year, your EV will ask to see evidence that cascade training has taken place by an attending tutor. We have a proforma you may wish to use to capture this evidence on our website available here.

2. As part of the visit, the EV will be checking that both tutors and their candidates are working at the minimum level appropriate for each qualification.

3. The assessing will also need to be at the appropriate level for the qualification being taught. Internal Quality Assurance practices will be looked at by the EV to ensure activities are taking place to ensure consistency and standardisation across tutors where applicable (see the IQA section below).

4. This will include checking that the minimum requirements are being met. For example, are appropriate learning reviews (journals) being submitted, is tutor & peer observation feedback being given to candidates. They will check if these are supported with clear written feedback that is constructive, specific, supportive and helping to develop the candidates. This could be by using a method such as the CPCAB Criteria Assessment Sheet (CAS) - the CAS proforma is available here. They will also be checking how the learning outcomes, measured via the assessment criteria, are being tracked by candidates & tutors.

5. It is very important that all assessments given are safe, ethical fair and consistent, across all qualifications and groups. If the EV has any concerns, they will discuss this with you, to agree any areas that need developing.

9. **Candidate Learning Records (CLRs)** - by "complete" we mean that there are the correct number of pieces of evidence for each criterion (usually 2) there is evidence for all three types of coursework (i.e. documents, tutor observation and testimony) and completion statements have been signed by both the tutor and candidate. If there are any Contra Indications present, there are clear follow-up actions proposed.

ICSK-L2 ONLY

1. A sample of candidate portfolios **must** be retained for each group and provided to CPCAB's External Verifier as part of the ongoing Quality Assurance activities associated with the registered group. Centres should hold candidate portfolios until all External Verification activities have been carried out for the registered group, and until reports have been received and reviewed by the centre.

2. **Archiving requirements** - Please see CPCAB's Archiving and Retention Policy for Centres.

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3.5 Discussion with candidate group	
Please make reference to:	**Notes for centres (guidance only)**
1. Which group(s) were met and is/are the group(s) registered with CPCAB? 2. The main points discussed e.g. theoretical modality, understanding of diversity, placement experience. 3. The quality of the learning experience to date. 4. Any issues requiring further action or discussion.	1. As previously mentioned in 3.1 above, it's important that the group the EV meets is already registered with CPCAB. 2. Although the tutor will be asked to leave the discussion, any areas of concern raised by the candidates will be discussed with centre staff afterwards and be recorded in the EV report. 3. The EV will be keen to gain a sense of the overall candidate experience on the course so far, the "learner voice", which is a very important aspect of the visit.

3.6 Internal Moderation (IM) and Internal Verification/Internal Quality Assurances (IV) (IQA)	
	Notes for centres (guidance only)
1. Who is responsible for Internal Moderation and how is it carried out and recorded? **2. Who is responsible for Internal Verification/IQA and how is it carried out and recorded?** **3. Are centres following CPCAB requirements for IM/IV and the frequencies of this for each qualification and tutor/assessor?** **4. Is there evidence of sampling in the Internal Moderation process e.g. sampling plan/sampling grid** **5. Is there an overall IQA plan, e.g. showing moderation sampling dates, meeting & standardisation dates, observations, CPD etc** 6. How are centres addressing inconsistencies if they occur? 7. Any other issues/observations?	1. The person with overall responsibility for Internal Moderation may or may not be the same as the person responsible for Internal Verification. The document Guide to Internal Moderation and Verification for Centres, available [here](#), includes example proformas for an IM sampling grid and moderation report. The Internal Moderator is expected to have recognised teaching/assessment qualifications or their equivalent and needs to be qualified in the subject area they are internally moderating. 2. The EV will want to know who is also responsible for Internal Verification/Internal Quality Assurance and how this is done within the centre. Again, the Guide to Internal Moderation and Verification for Centres is available to help. 3. The frequency of IM and IV is detailed in the guide, depending on the qualification. Usually Internal Verification should take place annually, for each qualification. These activities can take a variety of forms and CPCAB do not prescribe how many need to take place, nor what the activities are, but there must be evidence that robust Internal Verification has happened. 4. There is an example of a sampling grid for internal moderation at appendix 2 of the guide. 5. This is often kept within an IQA folder, an example of a suitable folder structure for this is in section 4 of the guide. 6. The EV will be keen to see how any inconsistencies in assessing, shown via Moderation are addressed by the centre. For example, if there are persistent issues around the quality of assessor feedback, how is this being addressed with the tutor/assessor? Will further training or standardisation be recommended? For the autumn visit, the EV won't necessarily be expecting to see full IM/IV reports, just that these are planned in for the year (usually these IQA activities take place twice a year). For the summer visit, we would be expecting to see more detailed IQA reports, such as IM sampling grids, IM reports and IV checklists.

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3.7 Centre management	
	Notes for centres (guidance only)
1. **Are candidates aware of the centre internal assessment appeals procedures and general complaints procedures?**	1. We encourage centres to ensure that candidates have access to a copy of the centre complaints and appeals policies and that these are easily accessible.
2. **Are there any current appeals or complaints?**	2. Your EV will ask if there are any current appeals or complaints at the centre. It is important that CPCAB are advised to enable us to provide support and review should this be escalated. The EV is not there to get directly involved with complaints and appeals and does not have a role within the centre appeals or complaints processes. Please see our policy for Internal Assessment Appeals and Complaints Guidance for Centres
3. **Have there been any issues with malpractice/maladministration?**	
4. **Have any changes been made to centre policies since they were last submitted to CPCAB?**	3. Please see our policy for Malpractice/Maladministration so you are fully aware of the difference.
5. **How are candidate concerns addressed between the placement, supervisor and centre?**	4. This might include changes to the appeals and complaints procedures. Anything that might be relevant to the annual declaration. Anything that might affect candidates and an updated copy will need to be submitted to CPCAB for approval.
6. **Is the centre aware of the CPCAB conflict of interest policy and have any conflicts been declared to CPCAB?**	5. Your EV might discuss this with you, making reference to the 3 or 4-way agreement, that should be signed by the candidate, agency, college tutor and agency supervisor. Perhaps think about how previous concerns raised by candidates were resolved.
7. Was candidate work, tutor assessment, Internal Quality Assurance (IQA) records and course documentation easily accessible for quality assurance purposes, e.g. an e-portfolio or shared storage system if delivering online?	6. The latest COI policy can be accessed here.
8. If an online visit, how was the sample of work accessed? What platform was used to provide the samples e.g. email, WeTransfer, Teams etc., and were there any issues?	7. It's important that candidate work, tutor assessment, Internal Quality Assurance (IQA) records and course documentation are easily accessible to the EV. If your centre is using an e-portfolio system or Cloud storage system, can you provide the necessary assistance to the EV?
9. Have any candidates left the course – why? What follow up arrangements have been made by the centre?	
10. When do team meetings take place and where are meetings/action plans recorded? Are these kept up to date?	
11. What induction procedures are in place for new tutors?	
12. What ongoing training and Continuous Professional Development (CPD) has been undertaken by tutors. How is this recorded?	
13. What supervisory and support arrangements are in place for the tutor team?	
14. Are resources, accommodation and/or online platforms appropriate?	
15. Are retention and achievement within expected parameters?	
16. How is progression data collected and have there been any issues around progression?	

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3.8 For BACP APQ only	
	Notes for centres (guidance only)
1. Have there been changes to the tutor team since the course began, and are all tutors current members of BACP? 2. Are candidates applying for and maintaining BACP Student membership throughout their qualification, and does the centre keep records of students' BACP membership numbers? 3. Are centres offering blended delivery for the BACP APQ and supporting candidates in blended placements? Have there been any challenges? 4. How do centres monitor candidates meeting the required BACP placement supervision ratio, and how are tutors incorporating the BACP ethical framework and OPT Core competencies into teaching as highlighted by the additional guidance? 5. Are centres and candidates deriving added value from the BACP APQ, and are they informed about the BACP Certificate of Proficiency (CoP) requirements and submission process on the CPCAB portal?	1. The EV will want to know if any new tutors have replaced those indicated at registration and it is important CPCAB are kept up to date with any changes throughout the course. It is also important to ensure that current and replacement tutors meet the qualification requirements regarding BACP membership. 2. The qualification requires all students to be members of BACP. It is good practice for centres to keep records. 3. The qualification requires candidates to have blended delivery and a blended (hybrid) placement which includes both in-person and online counselling. This might be provided in one or more placement agencies. We are interested to understand whether this presents any challenges or opportunities. For example, sourcing suitable agencies, managing candidate's placement workloads etc. 4. Centres should be aware of the BACP placement supervision ratio. The EV will want to know that the centre is aware of this ratio and understand how this is being monitored at the centre. The EV will want to see examples of candidates' work demonstrating where tutors have been teaching the BACP Ethical Framework and OPT Core competencies. The EV could also discuss with tutors how they embed these frameworks. 5. The person facilitating the BACP CoP may not be the course tutor/s. The EV will want to refer to the CoP guidance document and be satisfied that the centre staff understand CoP processes for booking, including ensuring that BACP are given notice of numbers as requested. The EV will want to ensure that centre staff understand the processes for submitting CoP results.

3.9 Other issues	
	Notes for centres (guidance only)
• Are there any other important issues that need recording or addressing by the centre (e.g. tutor illness, problems in tutor team, group dynamics, funding issues, individual student issues, financial resources etc)? • Was adequate time made available for the visit	Please raise any other issues or concerns you might have with your EV, who is there to help you.

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Part 4 of the report – External Verifier Observations of Candidate Portfolios

In this part, your EV will be commenting explicitly on the quality and level of the tutor assessment, with specific reference to particular tutors, particular groups and particular candidate work. They will comment on the quality of feedback to candidates on the evidence produced for each level, e.g. learning reviews (journals), self-reviews, assignments, tutor & peer observations, and if feedback was **constructive**, **specific**, and **developmental.** The EV will offer feedback on areas that may need to be developed.

If there are any areas of concern around the consistency or standard of assessment for any particular tutor your EV may wish during the meeting to widen the sample and review some additional pieces of evidence. It may be that your EV will suggest some improvements to be made or recommend some IV activities, for example, internal standardisation between tutors over the qualification level to support assessment to become more consistent and robust. A summary of the EVs findings will also be within section 3.4 – internal assessment, of the report.

Candidate Feedback Form

Dear Candidate,

We hope you have enjoyed your training. It would help us if you could spare a few minutes to complete this form. You can include your name and centre details if you like or keep your feedback confidential. Your comments will help us to continue to introduce improvements to our qualifications.

Name of the qualification	
Date you started	
Date your course will finish	
Today's date	

1. In the questions below, please tick the box that best matches your experience of the qualification.	Definitely agree	Slightly agree	Not sure	Slightly disagree	Definitely disagree	Doesn't apply
The title of the qualification reflected the content accurately						
The purpose of the qualification was clear and accurate						
The demands of the qualification were what I expected						
The learning time of the qualification was appropriate						
The knowledge and skills covered were appropriate for the stated purpose						
The learning outcomes and assessment criteria were clear and understandable						
The assessment arrangements allowed me to demonstrate my knowledge and skills						
The qualification was flexible enough to accommodate my learning style and individual needs						
The qualification support documents were sufficient and appropriate						
The qualification allowed me to achieve my objectives						
I have enjoyed my study						
Any other comments about the qualification						

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In questions 2 and 3, please tick all boxes that apply to you.

2. What was your motivation for undertaking this qualification?

Please tick all that apply	✓
Knowledge and skills for an existing job or role	
Gain new employment	
Progress to a higher level of training or learning	
Qualify as a professional counsellor	
As part of continuing professional development	

3. Where do you intend to progress once you have completed this qualification?

Please tick all that apply			
Higher level of training		Continue current employment	
Progress to new employment		Undertake voluntary work	
Private practice (counsellor/coach/supervisor)			
Other (please give details)			

4. If there is anything else you'd like to add, please put your comments here (you can use another sheet of paper if you like)

General comments

5. You don't have to fill in these boxes but if you do, we won't reveal your identity to anyone outside of the CPCAB quality assurance team.

Your name	
Name of your centre	

Thank you for your help. Please give this form back to your tutor, who will send it directly to the CPCAB External Verifier.

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